

# ARABIC

Paper 8680/21  
Reading and Writing 21

## Key messages

In order to do well in this paper, candidates should:

- Expand their range of vocabulary by reading more widely and learning more synonyms. The answer should be a synonym of the underlined word, whether according to the context of the sentence or just a general synonym of that word.

مثال:

تسهم في الحد من الأضرار.  
المرادف حسب سياق الجملة: إنهاء أو منع.  
المرادف العام للكلمة: الحاجز أو المستوى مثلاً.  
وكلها مقبولة.

- Pay more attention to the correct use of the dual.

مثال:

’اللذان يسعيان إلى جذب انتباه الزبائن‘، وليس ’اللذان تسعيان أو يسعان أو تسعي‘.

- Pay more attention to ’إنّ‘ and its sisters, and their effect on the nominative sentence.

مثال:

’لعلّ المستخدمين يتعاملون مع عالم افتراضي‘، وليس ’لعلّ المستخدمون يتعاملون‘.

- Practise use of the correct verb forms, in particular the jussive **الفعل المضارع المجزوم** and the correct use of the **حروف الجزم**

أمثلة:

’لم يتعدّ إلى إفلات المحتالين من العقاب‘، وليس ’لم يتعدى‘.

- Understand the requirements of the questions, and specifically respond to what is being asked **from the correct paragraph** paying attention to the key words mentioned in the questions.

أمثلة:

’تؤدي مواقع التواصل الاجتماعي دوراً اقتصادياً مهماً؟ هات دليلين‘

تؤثر مواقع التواصل الاجتماعي سلباً في حياة الفرد الاجتماعية. اذكر دليلين.  
تسبب الشباب في تراجع استخدام اللغة العربية الصحيحة. هات ثلاثة أدلة.

### General comments:

Overall, the standard of answers was good. It was apparent that teachers were effective in preparing the candidates well and raising the standard of their responses; a number of very interesting opinions were expressed.

Candidates should be reminded **not to copy out sections of the text** and, as far as possible, they **should use their own words and phrases**, particularly in response to **Question 3, Question 4, and Question 5.**

### Comments on specific questions

#### Question 1

The answers were variable; many candidates successfully answered most parts of the question, which indicates a clear improvement in their level. **Part (b)** and **(c)** were the most challenging. A few candidates gave the antonyms instead of synonyms. **Candidates should read the question carefully.**

#### Question 2

**Questions 2(b), (d)** and **2(e)** were the most challenging, and **2(a)** and **(c)** were the most accurately answered. Many candidates would do well to review the **dual**, 'المثنى', the **rules of** 'إِنَّ' and its sisters 'وأخواتها', and the correct use of 'حروف الجزم'.

#### Question 3

Many candidates responded correctly to most sections of **Question 3.**

As for **part (c)**, the question was about why the **political candidate** المرشح (key word) resorts to using social media platforms during his election campaign – whereas some candidates focused on the general use of social media platforms, including why voters use these platforms

إنَّ كثيراً من الناخبين يستخدمون تلك المنصات للتعرف إلى المرشحين

As for **part (d)**, some candidates correctly realised that the question concerns the negative impacts of social media platforms on the user's **social life** الحياة الاجتماعية (Key word), whereas other candidates irrelevantly wrote about physical activity النشاط الجسدي.

As for **part (e)** some candidates answered the second part of the question and did not answer the first part which is asking if the author's own opinion agreed with the statement in the question.

'هل يتفق الكاتب مع هذا القول؟'

As for **part (f)**, the question was about the **current** groups حالياً (key word) that are trying to protect people from the negative aspects of social networking sites – so those who wrote about robots that will be useful in the future added irrelevant information.

#### Question 4

There were some very good responses to this question. **Parts (a), (b)** and **(c)** were the most accurately answered.

As for **part (d)**, some candidates included a piece of information about children الأطفال – whereas the question is clearly about the **youth** الشباب (key word)

In **part (e)** some candidates answered the second part of the question and did not answer the first part which is asking if the journalist's own opinion agreed with the statement in the question.

‘هل يوافق الصحفي على هذا الرأي؟’

In **part (f)**, some candidates merely wrote out the expert advice without commenting on the **consequences** of expert advice which is what the question asked for.

Some of those who understood the requirements of the question gave an answer without specifically mentioning the ‘subject’ of the sentence and used instead the attached pronoun rendering their responses vague. For example, instead of writing ‘**children** maintaining and preserving their Arab identity’ they wrote ‘**they** maintain and preserve their Arab identity’ الحفاظ على هويتهم العربية. This is ambiguous.

### Question 5

- (a) On the whole, there were some very good answers to this question. The question concerned the positive effects of social media sites on the individual and the Arabic language. Many candidates were successful in listing most of these, whereas some copied out sections of the text without elaborately addressing what is been asked.
- (b) The question asked for the candidate's own opinion on the impact of social media platforms on their daily life. The majority of candidates answered this question and there were many very interesting ideas. Some candidates wrote very brief answers with only one or two ideas.

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Paper 8680/22  
Reading and Writing 22

## Key messages

In order to do well in this paper, candidates should:

- Expand their range of vocabulary by reading more widely and learning more synonyms. The answer should be a synonym of the underlined word, whether according to the context of the sentence or just a general synonym of that word.

مثال:

قراءة القصص لأغراض أكاديمية.  
المرادف حسب سياق الجملة: أهداف.  
المرادف العام للكلمة: حاجات مثلاً.  
وكلاهما مقبول.

- Pay attention to the correct use of male and female gender and gender agreement. The following are some examples from the candidate's responses:

أمثلة:

'قراءة القصص لغرض أكاديمي'، وليس '... لغرض أكاديمية'.  
'أصبح الناشر الحق في نشر أي قصة أو رفضها'، وليس '... أو رفضه'.

- Practise use of the correct verb forms, in particular the present tense accusative الفعل المضارع المنصوب and the correct use of the حروف النصب

أمثلة:

'لن تتراجع عادة القراءة'، وليس 'لن تراجع عادة القراءة'.

- Pay more attention to 'إن' and its sisters, and their effect on the nominative sentence.

مثال:

'لعل للجهات الحكومية دوراً في ذلك، وليس '... دوراً في ذلك'.

- Understand the requirements of the questions, and specifically respond to what is being asked **from the correct paragraph** paying attention to the **key words** mentioned in the questions.

أمثلة:

‘من قراء كتب الأطفال في هذا العصر؟ اذكر فئتين.’  
‘الكتب العربية الحالية لا تلائم الطفل العربي. اذكر سببين.’  
‘ما أثر المواقع الالكترونية في الأطفال؟ اذكر ثلاثة آثار.’

### General comments:

Overall, the standard of answers was good. It was apparent that teachers were effective in preparing the candidates well and raising the standard of their responses; a number of very interesting opinions were expressed.

Candidates should be reminded **not to copy out sections of the text** and, as far as possible, they **should use their own words and phrases**, particularly in response to **Question 3, Question 4, and Question 5**.

### Comments on specific questions:

#### Question 1

The answers were variable; many candidates successfully answered most parts of the question, which indicates a clear improvement in their level. **Part (a)** and **(b)** were the most accurately answered. **Part (c)**, **(d)** and **(e)** were the most challenging. A few candidates wrote multiple answers that included both correct and incorrect answers, which should be avoided if full marks are to be attained.

#### Question 2

**Questions 2(a), (b) and 2(d)** were the most challenging, and **2(c)** and **(e)** were the most accurately answered.

Many candidates would do well to review the **adjective-noun agreement** ‘تطابق الصفة والموصوف’ the **rules of ‘إِنَّ’** and its sisters ‘وأخواتها’, and the correct use of **حروف النصب**

#### Question 3

Most candidates responded correctly to most sections of **Question 3**.

As for **part (a)**, the question was about who the readers of children’s books are in **this era** هذا العصر (key word) – whereas some candidates wrote about mothers and grandmothers الأمهات والجدات referring to an irrelevant paragraph.

As for **part (e)**, the question was about why contemporary Arabic books do not meet the needs of today’s Arab children. The text states that Arabic literature should be relatable and relevant to today’s child rather than antiquated, repetitive, and unrelatable. This could be done through leaving aside these traditional texts and using novel educational methods that make use of modern technology.

The first correct reason is that current Arabic literature is traditional and repetitive, thereby uninteresting to modern children. The second reason is that current books do not meet the children’s needs in this technological age.

Most candidates, however, replied: ‘this could be done by leaving aside these traditional texts’ and ‘by finding novel methods that fulfil the needs of modern children in the technological age’. These are not reasons.

#### Question 4

There were some very good responses to this question. **Parts (d)** and **(e)** were the most accurately answered.

As for **part (a)**, Some candidates managed to answer this question only partially. They omitted the second part of the answer, i.e., تخصيص جوائز قيمة لصغار القراء

As for **part (b)**, the question was about the impact of social media on children. Some candidates did not pay attention to the word **CHILDREN** (key word) and rushed to answer that these platforms help university's candidates in gaining news and information.

In **part (c)** some candidates answered the second part of the question and did not answer the first part which is asking if the author's own opinion agreed with the statement in the question.

‘هل يوافق الكاتب على هذا الرأي؟’

In **part (f)** Some candidates managed to answer this question only partially. They omitted the first part of the answer, i.e., ضرورة تصافر الجهود instead they added irrelevant answer such as

الدول المتقدمة يحرص أبنائها على القراءة

### Question 5

(a) On the whole, there were some very good answers to this question. The question was about how the society and modern technology **support** reading. Many candidates were successful in listing most of these, whereas other candidates irrelevantly wrote about the negative impact of society and technological developments such as:

1- تراجع عادة القراءة.

2- انطفاء بريق الحكي الشفاهي.

3- إغلاق بعض المكتبات أبوابها في وجه الأطفال.

(b) The question asked for the candidate's own opinion on which they prefer: an e-book or a physical book and why. The majority of candidates answered this question and there were many very interesting ideas. Some candidates wrote very brief answers with only one or two ideas.

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<p><b>Paper 8680/31</b> <b>Essay</b></p>
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## **Key messages**

When writing for this assessment, it is important to use clear and accurate language and show that you have a good knowledge of words. Your arguments should be well-organised and supported by examples when needed. It is noticeable that some students have used the same introductions and conclusions in their essays, which seems like they have memorised them. To encourage creativity and originality, teachers and schools should help students develop their own ideas rather than just memorising parts of essays.

It is also noticeable the numerous spelling errors and the repetitive use of some words even if they do not fit the text, indicating a limited vocabulary known by the candidate. This is something that centres should work on to improve the candidates' level.

## **General comments**

In this essay paper, candidates are tasked with creating a single essay, choosing from five topics provided. The essay should fall within the word count range of 250 to 400 words. The assessment is based on a total of 40 marks: 16 allocated for Content evaluation and 24 for assessing Language Use.

## **Comments on specific questions**

### **Question 1**

This question was the very popular among the candidates in this series, and their answers ranged from good to average and weak. However, overall, the content was good and indicated a solid understanding of the topic, despite occasional weaknesses in language.

### **Question 2**

This question was the least popular among the candidates, but it is notable that the candidates who chose this question achieved high score, and this indicates their good preparation on this topic.

### **Question 3**

This question was adequately popular, and most of the responses were good. The content reflected a good level of preparedness from the students to answer this question.

### **Question 4**

This question was quite popular, and the candidates provided good answers using clear language. Overall, the content reflected a good level of preparedness; however, many scripts lacked sufficient content and contained a lot of repetition of ideas.

### **Question 5**

This question was the most popular, and the answers were lengthy and detailed. However, most of the responses made a mistake by explaining the meaning of pollution and its negative effects on the environment and society without paying attention to the fact that the question was about the impact of pollution on the economy of individuals and the nation. Although the language, in general, was good, the content did not meet the same quality.

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<p><b>Paper 8680/32</b> <b>Essay</b></p>
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## **Key messages**

When writing essays for this assessment, it is important to use clear and accurate language and show that you have a good knowledge of words. Your arguments should be well-organised and supported by examples when needed. It is noticeable that some students have used the same introductions and conclusions in their essays, which seems like they have memorised them. To encourage creativity and originality, teachers and schools should help students develop their own ideas rather than just memorising parts of essays.

It is also noticeable the numerous spelling errors and the repetitive use of some words even if they do not fit the text, indicating a limited vocabulary known by the candidate. This is something that centres should work on to improve the candidates' level.

## **General comments**

In this essay paper, candidates are tasked with creating a single essay, choosing from five topics provided. The essay should fall within the word count range of 250 to 400 words. The assessment is based on a total of 40 marks: 16 allocated for Content evaluation and 24 for assessing Language Use.

## **Comments on specific questions**

### **Question 1**

This question was not popular and only few candidates chose to answer it. However, those who did received good marks, indicating that they chose it because they were well-prepared to answer it. The language used was generally average, but the content was good.

### **Question 2**

Very few candidates chose this question, nevertheless, the grades obtained by those who answered this question were high due to the quality of language and the diverse content. This indicates that they chose it because they were well-prepared.

### **Question 3**

A reasonable number of candidates answered this question, and the responses varied between good, average, and weak. However, overall, the language was good, and the content was satisfactory. This indicates good preparation in answering this question.

### **Question 4**

It is evident that this question was popular among the candidates, and the answers were detailed, indicating good preparation to respond to this question. The language was good, and the content was diverse, containing a lot of details.



### Question 5

This question was the most popular among the candidates, and the answers were diverse. The language used was clear and straightforward. However, there was a recurring mistake in some responses, extensively discussing the definition of pollution and its negative effects on the environment and society, without realising that the question was about increasing awareness among people to reduce pollution. As a result, candidates hurriedly approached the discussion towards the conclusion of their responses.